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ABSTRACT

A career development content model for organizing, developing, and implementing future career guidance programs is presented in this information analysis paper intended for guidance counselors and directors, program planners, and vocational educators. The model addresses such issues as self, economic, societal, leisure and avocational, and attitude and value understandings necessary for life-role decisionmaking which results in life-role planning, securing, and maintenance over the life span. Critical features of planning necessary to assure that local career guidance programs are in fact designed, developed, tested, and delivered to meet specific career development needs of the people they are to serve are discussed in the area of each process step including the following: planning (initial planning, local data-based planning, planning for local career guidance and counseling, activity tryout and implementation test), career development, needs assessment (individual and group), resources for guidance, goals and objectives, new career guidance practices (home-centered guidance, subject and nonsubject-matter-based guidance and counseling, and community centered guidance), placement (labor exchange models, client-centered models, client-advocate models), follow-through, evaluation, community relations and involvement, staff development, and attitudes toward guidance. A summary of recommendations for career guidance program, future change, and brief projections on counselor role in the near future are included. (TA)

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Information Series No. 107

PROGRAMS OF CAREER GUIDANCE, COUNSELING, PLACEMENT, FOLLOW-UP AND FOLLOW-THROUGH

A Futures Perspective

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This paper prepared as a
cooperative effort
by

The ERIC Clearinghouse on Career Education
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The Ohio State University

and

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FOREWORD

The Educational Resources Information Center on Career Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. The scope of work for ERIC/CE includes the fields of adult-continuing, career, and vocational-technical education. One of the functions of the Clearinghouse is to interpret the literature that is related to each of these fields. This paper on programs of career guidance, counseling and placement should be of particular interest to counselors, teachers, and counselor educators.

The profession is indebted to Harry Drier, The Center for Vocational Education, The Ohio State University, for his scholarship in the preparation of this paper. Recognition is also due Betty Newlon, University of Arizona and members of the Policy and Planning Committee, Guidance Division, American Vocational Association for their critical review of the manuscript prior to its final revision and publication. Marla Peterson, Career Education Specialist at the ERIC Clearinghouse on Career Education, supervised the publication's development. Madelon Plaisted and Jo-Ann Cherry coordinated the production of the paper for publication.

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CONSTRUCT FOR THE FUTURE

Career-focused guidance in the future is a major force in educational change. It has the potential of adding relevancy, humanness, equality, and unity to our educational system. Acceptance of this basic concept leads to the recognition that career maturity, or sufficient development, and coping and adjustment behavior can be expected only when systematic attention has been given to these concerns.

Fostering appropriate career development becomes as important as fostering development in the basic skills, in social behavior, or in mental age. Bowlsbey (1975) suggests that if we believe citizens of our nation should learn to adequately cope with career development tasks for the personal growth and satisfaction of the individual, we will as a nation have to give systematic treatment and attention to the development of these planning and coping skills. She further suggests that a comprehensive program of career guidance should have at least the following components:

1. The development and clarification of realistic self-concept, including interests, competencies, needs, and values.

2. Broad and systematic exploration of occupations, including provision of accurate, recent, and meaningful information about occupations.

3. The relationship of self-information to occupational information in meaningful ways.

4. The deliberate teaching of decision-making skills.

5. Systematic opportunities for the individual to test tentative occupational choices in low-risk ways.

6. Assistance with the implementation of specific educational and vocational plans, that is, placement, finding of training programs, financial assistance, college selection, and so forth.

The Center for Vocational Education, 1976, expands on the description of systematic guidance by presenting a two-dimensional cyclic model for guidance programming.

1. Problem-Need-Resource Identification

Guidance planning, short and long range
Assessment
 Career development group
 Individual--interest, achievement, aptitude, attitude
 Career development--group and individual
 Behavioral objective group and individual
 Career guidance methods identification
 Career guidance resource identification
 Staff competency needs
 Community attitude identification and communication

2. Problem Resolution

Community relations and involvement
Counseling--individual and group
Guidance--individual and groups
 Home based
 Classroom based
 Nonsubject matter based
 Community based
Placement
Evaluation

Guidance and counseling, viewed by the American Vocational Association as an integral component of a school's curriculum, must relate to the many settings and circumstances in which individuals find themselves (home, school, job, community, church) as well as to roles they play (student, leader, civic member, consumer producer) which are influenced by life events (marriage, job coping, social and personal adjustments, military, and religious experiences).

The American Vocational Association's position on the meaning of career parallels that of Super, 1971, who presents an encompassing framework as follows:

> Career is meant to include a sequence of positions occupied by a person as they progress through life. Occupying a position involves meeting the role expectations that are associated in the mind of the occupant and in the minds of those whom they encounter, with that position. The major position occupied by adolescents and adults are those of family member, student, and worker (p. 15).

Gysbers et al., 1973, further states that when human development for guidance programming is viewed from a life career development perspective, the following considerations should be recognized:

1. The term *life career development* is not a label for an educational program but describes the total growth and development process of all individuals.

2. People have careers, employers have occupations.

3. The life career development concept does not describe a single aspect of one's human growth and development. It focuses on different kinds of development--physical, emotional, and intellectual, as well as integrating these developmental stages in a meaningful way.

4. The life career development concept is not restricted to some people. All people have a career--their life is their career.

This has provided a glimpse of what may be the beginning of a new future for guidance and counseling. This new legislation along with others, for example, NDEA 1975--Title III (30 million dollars), Women's Educational Equity Act, The National Institute of Education, Community Education Training Act, will allow many of us to bring the future closer to reality.

CAREER GUIDANCE AND COUNSELING PROGRAM FOR THE FUTURE

Once the broad life-role career development conceptualization and the necessary legislative, administrative, and financial resources are provided, a future picture of programmatic guidance and counseling can be drawn. This section presents one view of what a future picture might render for our nation's youth and adults.

To organize this very encompassing picture, I will take on the issues from a seven-point perspective as is shown in Figure 1.

CAREER DEVELOPMENT CONTENT MODEL

A conceptual career development content model for organizing, developing, and implementing future career guidance programs (Figure 2) should address such issues as self, economic, societal, leisure and avocational, and attitude and value understandings

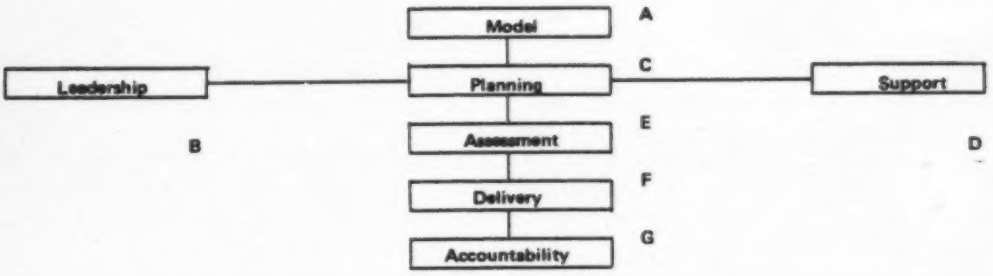


Figure 1. Models-Career Guidance Counseling, Placement, Follow-Up and Follow-through (Process and Content)

necessary for life-role decision making which results in life-role planning, securing, and maintenance over the life span. Figure 2 also shows how these domains of learning can be classified into stages of acquisition and utilization at early and late childhood, early and late adolescence, and adulthood. The following are some critical competencies that need to be considered for each domain.

Figure 2.

Self-Understanding--The individual will recognize

•The relationship of individual characteristics to career options.

•The interrelationship of various life roles and the interactive effects of these roles.

•The effect of environmental factors on self-understanding.

•The effect of personal values on self-understanding.

World-of-Work Understanding--The individual will

•Understand the variety, complexity, and availability of occupational opportunities in the world of work.

•Understand that the occupational structure relates to the goals, needs, and functions of society.

•Understand the relationship between various manipulating agencies (regulator, lobbying, advocacy) on the world of work.

•Gain an appreciation of the operation of the law of supply and demand in the labor market.

Economic Understanding--The individual will

•Understand the relationship between personal economics, life-style, and occupational roles.

•Understand how wealth is accumulated through savings and investments and how it may influence one's career and life-style.

•Understand the relationship of one's present and anticipated occupational status to economic trends found in the community, state, and nation.

Leisure and Avocational--The individual will

•Be able to determine the relationship of occupational roles to leisure time pursuits.

•Be able to determine the personal and social needs that can be met through leisure and avocational activities.

•Be able to recognize the relationship between physical and emotional health and appropriate leisure and avocational activities.

•Be able to determine how to plan, prepare for, and utilize opportunities for leisure and avocational activities.

•Be able to realize that involvement in various leisure and avocational activities could determine the patterns of friendship, associates, and styles in the community.

Attitudes and Values--The individual will

•Recognize individual differences and become tolerant in interpersonal relationships.

•Recognize that one's attitudes and values affect selecting and prioritizing career goals.

•Recognize that societal attitudes and values affect the individual's selecting and prioritizing career goals.

Decision Making--The individual will

•Develop planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations, and evaluate final results.

•Understand the role of self-understanding and personal goals in decision making.

•Understand the contribution of others to the decision making process.

•Be able to apply inductive and deductive processes in decision making.

Recognize that responsible decision making includes alternative identification, alternative selection, implementation, and evaluation.

Career Life-Role Planning--The individual will

•Recognize that various pathways are available to the achieving of career-life goals.

•Recognize that career planning is a continuous process reflecting the continuum of learning and changing environmental factors.

•Recognize that career opportunities are related to activities performed in educational, avocational, and social roles.

•Be able to explore and examine career options which relate personal characteristics and goals to placement opportunities.

•Be able to describe a sequential process for accomplishing career goals.

•Be able to describe the personal traits and prerequisite qualifications associated with entry to various placement options.

•Recognize the relationship of personality traits of a variety of employer and employee relationships.

•Recognize that career plans reflect one's perceived ability to obtain desired life-role placement opportunities.

Career Life-Role Securing and Maintaining--The individual will

•Develop the behavioral competencies necessary for maintaining or advancing one's status in various career pathways.

•Recognize that involvement in various career roles affects friendships, associates, and life-style patterns and vice versa.

•Demonstrate personal credentials through application forms, letters of inquiry, resumes, interview skills, performance and proficiency demonstrations, and so forth.

•Describe community resources that assist with or provide career placement opportunities.

•Locate informational materials which describe placement opportunities.

•Develop an understanding of the competencies required, materials used, and processes associated with various career activities.

•Develop understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational life roles and gain competence in coping and adjusting to their settings and situation.

•Develop the required skills appropriate for entry into various employment and/or educational opportunities.

•Develop the educational and occupational competency regarded as basic and important to advancing to the next stage of preparation for entry into or progression within the occupational area of interest.

CAREER GUIDANCE PROGRAM PROCESS MODEL

The future holds promise for more increased systematic and developmental planning than ever before. Figure 3 represents the critical features of planning that will be necessary to assure that local career guidance programs are in fact designed, developed, tested, and delivered to meet specific career development needs of the people they are to serve.

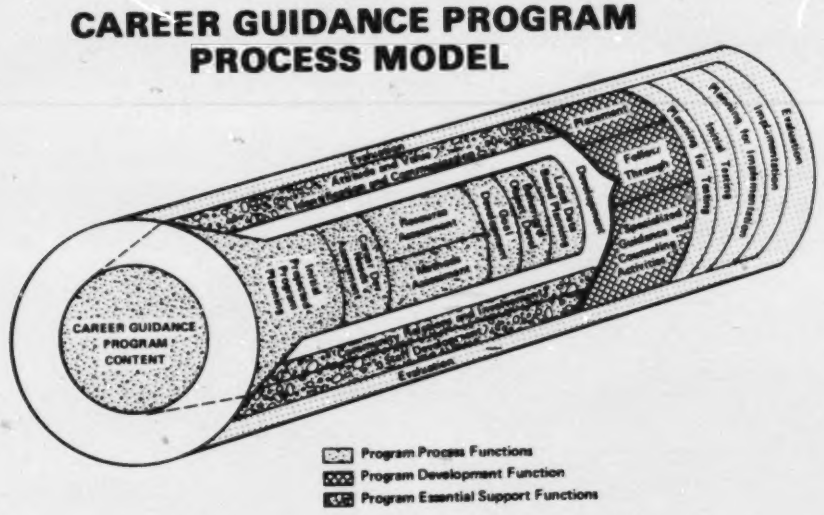


Figure 3.

As graphically displayed in this process model, career guidance and counseling programs must be both systematic and developmental at all levels. This next section of the paper takes each process step and suggests aspects necessary for full implementation.

PLANNING

Planning needs to focus on at least three levels, that is, (1) initial, (2) local data-based, and (3) planning for comprehensive implementation and evaluation. A description of each level and suggested criteria follow.

Level 1--Initial Planning: It is suggested that the first step to any change in a guidance program is deciding where the program is currently, where it needs to move, and how.

- Identify local support for guidance.
- Analyze current data on career development needs.
- Select and organize personnel for planning function.
- Plan and implement initial program orientation meetings and activities.
- Determine local resources available for use.
- Develop plans to examine current career guidance activities.
- Develop plans for local needs assessment.
- Determine low priority goals and behavioral objectives will be established and approved.

Level 2--Local Data-Based Planning: This planning is necessary after guidance leaders have determined student needs and resources available and have set tentative future goals and objectives.

- Determine what present guidance and counseling activities need to be dropped, continued, or expanded.
- Determine what new guidance and counseling activities need to be developed and tested.
- Determine who will be involved in guidance programs or material development and delivery.
- Determine what kinds of inservice training and staff orientation are necessary.
- Determine extent to which students and community need to be oriented to future plans and expectations.
- Determine approaches to both process and student evaluation.

Level 3--Planning for Local Career Guidance and Counseling Activity Tryout and Implementation Test: As guidance leaders modify their present career guidance programs, care needs to be exercised that new materials and techniques are freely developed and are appropriate to meet current student needs. After tryouts are attempted and revisions made, care needs to be applied to total school or district use.

•Determine activity tryout needs and what students will be involved.
•Determine test criteria.
•Determine how guidance program revision will occur.
•Determine who will lead test and what resources will be needed.
•Determine communication and inservice needs.
•Determine cost and timing of tryout and implementation.
•Finalize on evaluation criteria and plans.

CAREER DEVELOPMENT NEEDS ASSESSMENT

Career guidance and counseling programs of the future will have to be based on the assessed student needs. In this regard, guidance leaders need to reconceptualize the types of local assessments necessary and useful. One must review the current goals of guidance and determine what assessment tools and techniques are appropriate for local measurement. In the examination of assessment activities currently being used, counselors need to assess the capabilities of (1) individual assessments and (2) group assessments.

INDIVIDUAL ASSESSMENT

Counseling and guidance in the 1980s must devote closer attention to the individual needs of students. The inventory of individual needs and desires is an intimate and personal affair as is the counseling for such needs.

While in many cases students may have similar patterns of development or may be facing similar concerns, the role of the counselor is to help the individual analyze and cope with his or her unique world. Such help requires that the counselor bring particularized knowledge to the situation and be prepared to interpret it. This counselor must also be able to answer questions students might pose or to raise questions about subjects the student has not considered. This kind of work must occur face-to-face, one-to-one.

The counselor needs to turn to many sources, procedures, and techniques to help the student answer questions, acquire the skills for better self-understanding, cope with the world, and be a better decision maker. The uniqueness of the individual and the individual's situation precludes the standardized application of any methods. It is not possible, given the current state of knowledge on human behavior, to determine before conferring with a student what information is needed to help him or her. The counselor will

usually find that he or she and the counselee must jointly embark on a complex and time-consuming quest over a considerable period of time.

The following is a general guide for what information needs to be collected:

1. A clear conception of the particular concern of the counselee.
2. A developmental picture of the person (historical).
3. A composite of his or her social and cultural background.

Individual assessment for career counseling planning is very limited at present. If the function of career guidance is to promote the career development of each student, we have to know not only the specifics of what we are trying to promote and what activities will promote these specifics, but we have to know each student well. Consequently, relying on interest inventories and aptitude tests cannot suffice.

Assisting students in self-understanding by standardized procedures or by procedures that require the intermediation of a counselor does not provide students with the self-understanding capability required to prepare them for life-role changes. Procedures must be found which will develop this capability in students (Hartz, 1976). In the future, counselors will need new procedures and resources to gather, record, and interpret necessary student data. Accordingly, comprehensive criteria need to be developed to assure that valid data are obtained and properly used.

GROUP ASSESSMENT

To maintain or improve local guidance programs, guidance personnel should focus their planning and practice on a well-thought-out career development model (Figure 2). Once a model is accepted, a guidance program needs to focus on two basic principles: (1) problem identification and (2) problem resolution. Accordingly, before problems or needs can be rationally resolved, they must be identified and defined. In this context, a model-based career development needs assessment approach to program planning is necessary for the future whether it be formal or informal, large or small scale.

The process of needs assessment includes at least four basic steps: (1) determine desired student status, (2) measure actual status, (3) discover discrepancies, and (4) establish priority goals and objectives.

Because group assessments of this type are difficult and time consuming, new procedures need to be examined. A team effort, utilizing faculty, staff, students, and numerous community members, holds great promise.

The people in positions of power and influence--such as administrators, teacher leaders and leaders of parent, business, and community groups--should be represented in a needs study. Without knowledgeable support from the power structure of the school and community, little permanent program development is likely.

Starting with people who appear interested is popular in a time of shared decision making, and it can also generate enthusiasm and commitment from others. A needs study must involve a cross-section of the school and community and not just the most vocal or powerful elements. A comprehensive career guidance program should not be a "counselors' program" or a "teachers' program" or a "business program," but a total school/community program.

The following should be considered in any needs study with possible additions or modifications based on local conditions:

- Policy makers in school administration
- Parents
- Students
- Graduates
- School Leavers
- Employers
- Teachers
- Other community members (volunteer and service agencies)

How will guidance leaders utilize a broad base of community and school personnel in assessing student needs? People from the eight populations mentioned can help in numerous ways with all four steps of a needs assessment.

1. *Determine desired status.* The individual information gathering method could use interviews and questionnaires to get responses from population representatives at each stage in the needs study. The task force method uses meetings to get responses from population representatives. Both methods may include questionnaires or interviews with larger samples of people. Both approaches may also use face-to-face meetings.

   Asking selected persons to periodically react to career guidance goals and to rank order needs can be done exclusively with individual contacts, through committee meetings, or in

some combination of the two. In both instances, it may be desirable to further sample the different populations for specific information critical for program planning.

Emphasizing group meetings with a task force representing the eight involved populations can stimulate creative brainstorming and increase individual commitment to the career guidance program.

2. *Measure actual current needs.* Once assessment instruments have been tested and procedures for administration, data collection, tabulation, and interpretation decided on, administration could be fairly easy. Conducting the assessments in the regular classroom setting is ideal. With good orientation and training, teachers could conduct the administration. Students could perform scoring and tabulation activities as part of a math or social studies class. Besides performing computational skills, student learn about surveying, and gain a new understanding of how the school goes about preparing rationales for guidance and curriculum change.

3. *Discover discrepancies.* Again, it could be efficient and wise to have some or all eight populations listed earlier to assist in determining the differences between the school's desired career development state for students and the areas of concern. The needs identified need to be translated into student learning statements or goals and who could better participate in this than the students themselves, along with their parents and future employers?

4. *Establishing priority goals and objectives.* Rather than an individual or a small group determining the future priority goals for the guidance program, it should be a team affair. Broad-based participation in this type of need translation and decision making will result in greater staff, student, and community involvement and support for guidance.

RESOURCES FOR GUIDANCE

While commercial publishing firms, state departments of education, and other agencies have placed on the market a flood of guidance materials, the greatest amount of quality resources for guidance have not been tapped. I feel that if guidance leaders were to identify and extensively use the (1) material, (2) human, (3) facilitative, and (4) organizational resources in their area, little

need would exist for large purchases of expensive, outside materials.

After determining approximately the kinds of resources that might be useful for guidance, the next step is determining their sources. Counselors, teachers, administrators, students, librarians, the secretary, and such groups as parent support groups and school clubs can be of great assistance. By using local resources as the base for development, future guidance programs can become more useful. Parent support group suggested resource leadership functions are:

1. Determine the location and resource categories to address.
2. Determine community groups that could be involved in the identification of resources.
3. Determine procedures on how to obtain resource information.
4. Determine how to record information for staff and student use.

EXAMPLE: PROCEDURE FOR THE FUTURE

A simple, time-saving method for the parent support group to collect this information could include the following procedures:

1. A member of the guidance team should provide an overview of career guidance program and resource assessment so the participants will better understand the purpose of their task. Also, during this overview, participants should become sensitive to the fact that they are searching for sources to provide material, human, facilitative, and organizational resources. Have the parent support group, with the resource assessment leader and possible members of the guidance team hold a "brainstorming" session to generate a Community Source Identification List. During the brainstorming session, the group will complete as much of the form as possible.

2. After the Community Source Identification List has been completed, the resource assessment leader should identify potential resources with incomplete data and divide those incomplete sources among group members to complete the information requested. At this time, they should be reminded that if they come across additional sources not mentioned in the brainstorming, they also should be identified.

3. The resource assessment leader and the group will identify how the information collected could be returned to the leader.

If the interest of the parent support group is strong enough, it could continue involvement in the resource assessment process

assisting with contacting the sources and collecting data on the resources identifed (Green, 1976).

While the major focus should be on local and area resources, guidance leaders also must become better informed regarding state and national resources and assistance available. Possible sources could include such state agencies as the departments of education; the state board of education; the state board of regents for education; the state board of vocational rehabilitation; the state library board; the different branches of state government such as the legislative, executive, and the judicial; state historical societies; and other schools both public and private within the state. There are various ways of identifying and contacting these sources, but we suggest such tools as the state educational directory, state telephone operator, directory assistance, state legislator, city directories, and local members of state associations. This source identification can be done by students or by members of a parent support group.

CAREER GUIDANCE PROGRAM GOALS AND OBJECTIVES

Career guidance program goals need to be defined as priorities that reflect the educational outcomes toward which the total career guidance will be directed for a prescribed period of time. Goals will serve to answer the following question concerning program development, "What can reasonably be expected as a result of the program?"

All future career development or career guidance goal statements define the knowledge, skills, and attitudes students acquire from career guidance activities. The established set of career guidance program goals should identify most of the important career development skills, knowledge, and attitudes students should have to plan satisfying life roles.

Behavioral objectives bring meaning and measurement to the guidance program's developmental goals by defining sequential development relationships in terms of behavior that can be described from observation, objective measurement, and self reports. Jacobson and Mitchell (1975) provide future direction by demonstrating the importance of this point with a master plan for career guidance and counseling for the Grossmont Union High School District, based on student and program goals, subgoals, and behavioral objectives. The master plan approach provides a possible model for all of us in guidance who are looking for change.

The National Assessment for Educational Progress (1971) summarizes the need for locally based career development objectives. It suggests that local guidance planners confer at length with teachers, administrators, and interested laymen to gain advice on the focus of their school's guidance program. By participating in the development and review of program objectives, they will gain awareness of the importance of guidance to youth and adults in their community.

PROMISING NEW CAREER GUIDANCE PRACTICES

As we look to the future, the most exciting new dimension of guidance delivery is those techniques that bring together the settings and resources of the school, home, and community. Further, through systematic planning for their use, career guidance programs will be increased and enriched to better meet the unique needs of students in any educational setting.

As stated earlier, new emphasis on guidance activities must be found outside the guidance office or department. This is not to say that counselor-centered guidance activities are not vital, appropriate, or effective. It does suggest that other dimensions of the school's curriculum must be used with the supportive home and community center opportunities. The following is a description of the potential of home-centered, subject-matter-centered, nonsubject-matter-centered, and community-centered guidance as the focus of the future.

HOME-CENTERED GUIDANCE

There are many ways for parents to be involved in various aspects of their child's career development. For example, family members can provide cultural, recreational, and work opportunities for children. Parents can facilitate meeting their children's needs by maintaining open communication with the school. They can involve their children in family decision making. They can provide information about and exposure to occupational or role alternatives in which their children express an interest. Parents can provide opportunities for their children to accept responsibilities in the home and community.

The school can be instrumental in developing parent awareness of the many ways in which career development can be facilitated. Books, dicussion groups, counseling groups, and classes aimed at teaching specific skills can be used by the school as ways to reach parents. The role of the school in home-centered guidance

is to spark the interest for home-centered guidance practices. After the initial generation of ideas and suggestions, the school assumes a secondary role in home-centered guidance. Activities involving the family could include travel, family problem-solving situations, television related discussions, parent training activities, parent/student issue-centered discussion groups, parents as counselor activities, and so forth.

SUBJECT-MATTER-BASED GUIDANCE

This future focus on guidance in the classroom demonstrates the position that career guidance must permeate the entire curriculum to be realistic, practical, and achievable. Furthermore, for most of the career development needs of students, the classroom and its subject-matter content are, in fact, the most appropriate means of delivering guidance experiences.

The planned integration of infusion of career development goals to locally determined student career development needs into current subject-matter goals and content should enable students to:

- Find new interests, challenges, and purpose in the various subjects in which they are enrolled.
- Demonstrate more classroom participation and subject matter retention.
- See the need to increase the number of basic skill courses.

Furthermore, through blending in subject-matter application activities related to actual community-related settings, educators will demonstrate more directly their concerns for preparing students for effective participation in various community roles.

In approaching the task of implementing career guidance in the classroom, the following key steps and concerns should be considered:

1. Faculty should be invited to participate. Voluntary rather than mandatory participation is the key word in pilot attempts in any local school. Guidance leaders need to recognize that the most effective volunteers are school staff members willing to accept the risks of innovation and the extra work involved in relating classroom activities to occupations and other varied life-role experiences.
2. Faculty need to have background information on the school's career guidance goals, plans, and existing activities as well as the results of the current needs assessment.

3. Faculty need to have time to "brainstorm" the kinds of experiences they might organize to enable students to discover and understand their career development needs and ways to meet them. Faculty need to feel free to contribute ideas they might have on how they would set up experiences for students.

4. Faculty need to be exposed to a wide variety of techniques or methods that might be useful to them.

Lastly, subject-matter based guidance must be well organized and reflect at least the following areas of planning:

- Student needs
- Student goals and objectives
- Rationale for subject matter infusion.
- Prerequisite learnings.
- Teacher/counselor activities--direct, indirect, or shared.
- Student activities.
- Resources needed (material/human).
- Evaluation.
- Suggested time needed for mastery.

NONSUBJECT-MATTER-BASED GUIDANCE AND COUNSELING

The guidance profession has been providing a heavy training and literature emphasis on group counseling over the past ten years. Still this technique is not being used enough especially since group counseling has been effective in both meeting student needs and overcoming some of the time problems counselors have for student interactions.

One caution about the future use of group counseling is that those utilizing the technique, teacher or counselor should be familiar with human and career development theory and have a basic understanding of group dynamics. Counseling, like other guidance practices, must be organized in relationship to the goals and needs of the students being served. Group counseling can be used with any age level and in the future we must consider increased situations in which students, as well as numerous significant peers and adults in their lives are encouraged to be involved under the professional direction of the counselor.

Because the literature is rich with technique ideas on group counseling, this paper will only challenge all guidance specialists to take the position that "The school counselor can and must address the needs of students through counseling either one-to-one

or in groups." This position will demand that counselors utilize increasing numbers of professionals and paraprofessionals to give leadership to (1) information giving, (2) test and inventory administration, and (3) a host of administrative and supervisory functions. Hartz (1976) suggests that within the limited time available, counselors must utilize the one-to-five process to establish support and focus on the learning task and then use other procedures (group counseling) to achieve task resolution. Using this approach, the school counselor can provide services to each student within the constraints imposed by the school setting. In summarizing Hartz, the following diagram shows the critical line of need for counseling regarding student center needs and the outer edge of the cycle being the area in which noncounselor assistance can be used.

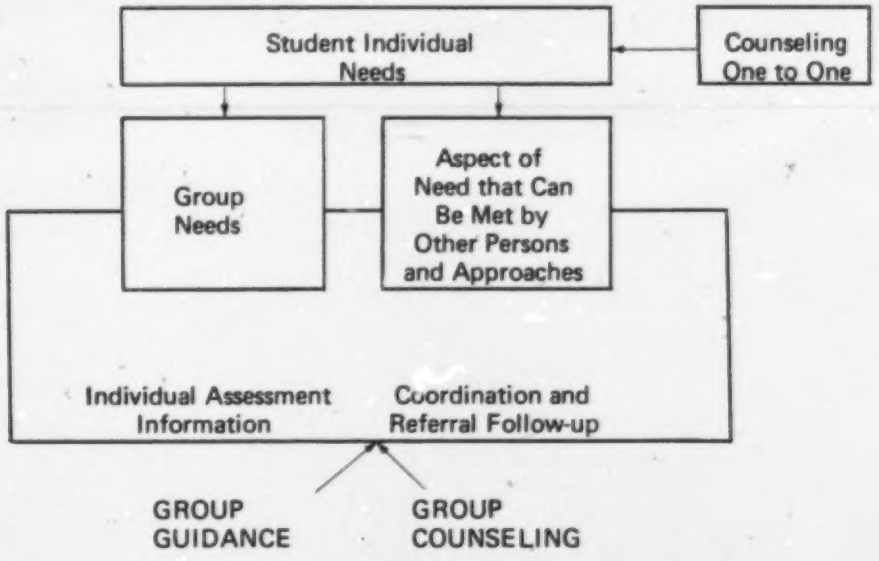

Student Individual Needs
Counseling One to One
Group Needs
Aspect of Need that Can Be Met by Other Persons and Approaches
Individual Assessment Information
Coordination and Referral Follow-up
GROUP GUIDANCE
GROUP COUNSELING

Figure 5.

Placing the student's individual need at the peak in relationship to the need for professional counseling is critical. To assume that group guidance or counseling can be the first or primary technique to meet students' needs is not healthy. It is the relationship established and the perspective gained through individual counseling that give focus and meaning to group approaches.

Counseling is the heart of the profession and new and aggressive ways must be developed and used to allow us the time, talent, resources, and administrative commitment to practice our profession.

NONSUBJECT-MATTER-BASED GUIDANCE

As counselors are able to enlist larger numbers of faculty, students, and community members in the management and delivery of guidance, the school's support services and facilities will be effectively involved in a variety of ways. The future success of guidance will depend on greater utilization of the school's library, bulletin boards, public address system, audiovisual aids centers, learning centers, student and faculty newsletters, study halls, and so forth. By utilizing faculty and students combined with key resources within the community, the classrooms and hallways can reflect a constant image of learning for living: (1) job, (2) leisure, (3) continuing education, and (4) community participation and leadership. Job fairs, hobby shows, career centers, leisure activity demonstrations, announcements of community events, local business displays, speakers, and demonstrations provided on a planned basis will make learning reasonable and applicable.

In summary, guidance leaders need to encourage and support faculty to carry out activities that reflect student and employer suggestions on new information and experiences students need to make informed career development choices.

COMMUNITY-CENTERED GUIDANCE

Last, the future direction for guidance delivery must, more than ever, involve community-based settings. Business, industry, labor, local governmental agencies, civic associations, and community agencies provide rich untapped resources for future consideration. As contemporary schools open their doors to employees, clergy, retired workers and community agency personnel, they should be viewed as potential guidance team members. Increased work-related experiences; work exploratory experiences; learning centers using community tools, talent, and facilities; faculty internship experiences; learning centers using community tools, talent, and facilities; faculty internship experience; and big brother/big sister approaches will have an increased realism to the school-centered approaches.

PLACEMENT

There has been controversy over the years regarding the status of and the center of responsibility for job, educational, and special needs placement in our schools. National and state legislation, state departments of education, local citizen groups, and employers are all expressing a desire and mandate that our schools assume greater responsibility for employability and employment skills necessary for youth's transition into education and job adjustment experiences.

Gysbers (1970) views placement as the guidance function that encompasses all activities which affect the placeability of students. Placement must be viewed as helping students make the next step in generalizing their emerging vocational identity. Such a responsibility goes beyond the actual mechanics of placing a person on a job. In broadest terms, the placement responsibility of school staff is to prepare students to be aware, conceptualize, and generalize their vocational identity.

Consistent with this viewpoint, placement in the future should be perceived as a continuous process. Furthermore, placement needs to reflect activities designed to ensure that each student accomplishes an orderly transition from an institution setting to the next student-desired level of career preparation, procurement, or advancement (Kosmo, 1975).

The future demands that guidance specialists assist youth in

1. Talking to parents regarding career and educational plans.
2. Training for interviewing or applying for a job and further education.
3. Obtaining written materials about occupations or educational and training programs.
4. Obtaining job tryouts or work experiences.
5. Obtaining information about job openings and educational entry requirements.
6. Locating specific jobs or schools for further training.
7. Training for a specific occupation.
8. Obtaining courses on occupations.
9. Training how to get along on the job (coping and adjustment skills).
10. Exploring and evaluating educational goal options.
11. Exploring and evaluating employment goal options.
12. Knowing about referral services available to help in the planning, preparation, and coping with placement plans of students.

Kosmo (1976) suggests that there are three models of placement to be considered for the future:

LABOR EXCHANGE MODELS

The focus in the labor exchange model is on increasing employment opportunities available to the student. The mediating role of placement services between employer needs and student needs has been suggested.

Placement programs which operate from a labor exchange perspective, therefore, often attempt to encourage employers to use their services by providing prescreening activities. Such prescreening theoretically reduces employers' hiring costs. The major activity in the labor exchange model is the recruitment of job opportunities. To maintain these listings, placement personnel attempt to provide employers with a ready supply of qualified applicants.

This approach to placement has traditionally been used in post-secondary institutions where graduates possess the designated educational prerequisites needed for occupational entry. It was also observed as the most common approach adopted by secondary schools in answering their students' placement needs. The procedure essentially involves developing a job placement office in the school where applicants register and designate their area of job preference. Through use of the Parsonian model, the applicants are matched with available job openings.

Consistent with this focus, program evaluation typically includes only the number of placements with no attempt to relate these to a student's training or goals.

The major activities in all these programs reflect the emphasis on recruitment of opportunities from employers. The future approach should include hiring a placement specialist to perform the following activities:

1. Select an advisory committee.
2. Survey the community for potential job openings.
3. Visit employers to solicit openings.
4. Develop a clearinghouse for job opportunities.
5. Publicize the placement program.
6. Refer students to appropriate openings.
7. Follow up on referrals.
8. Maintain records of placements obtained.

In the future, guidance personnel should have primary responsibility for placement.

CLIENT-CENTERED MODELS

In contrast to the labor exchange model, the client-centered model is focused almost solely on increasing the "placeability" of the client. No attempt is made to solicit openings from employers.

The counselor's responsibilities include providing information to the client on sources of job leads, interviewing techniques, appropriate appearance, application procedures, and follow-up contacts. Rehabilitation clients may also receive occupational training and various guidance services, including testing, information, counseling, and career planning. However, in the client-centered approach, the counselor's responsibilities do not extend to direct employer contact.

A particular benefit of the client-centered approach with youth appears to be its strong emphasis on developing student independence in placement-securing skills. This training would be particularly valuable for the many students who will find it necessary to relocate to a less familiar labor market. Training in application and interview procedures and occupational information should be priorities among the major guidance/placement services made available to students.

Nevertheless, sole focus on the client-centered approach negates the importance of previous preparation as a major variable affecting placement. As in the labor exchange model, placement is perceived as a discrete event rather than a continuous process in which occupational and educational decisions continually interact to affect future placement options. The emphasis on the individual person might tend to ignore the major influence of family and peers in the career decision-making process. Furthermore, the approach suggests there is no need to alter the status quo in the labor market so a third approach is offered.

CLIENT-ADVOCATE MODELS

In the client-advocate model, placement presents the greatest possibility for the future and is perceived as both a function of client skills and the availability of opportunities. Placement, from this perspective, is integral to the guidance function and to both program planning for the institution and career planning for the individual. The actual services provided to an applicant are based on the current unique needs presented at a given time.

In summary, Kosmo (1975) presents a school-based career placement delivery system (Figure 5).

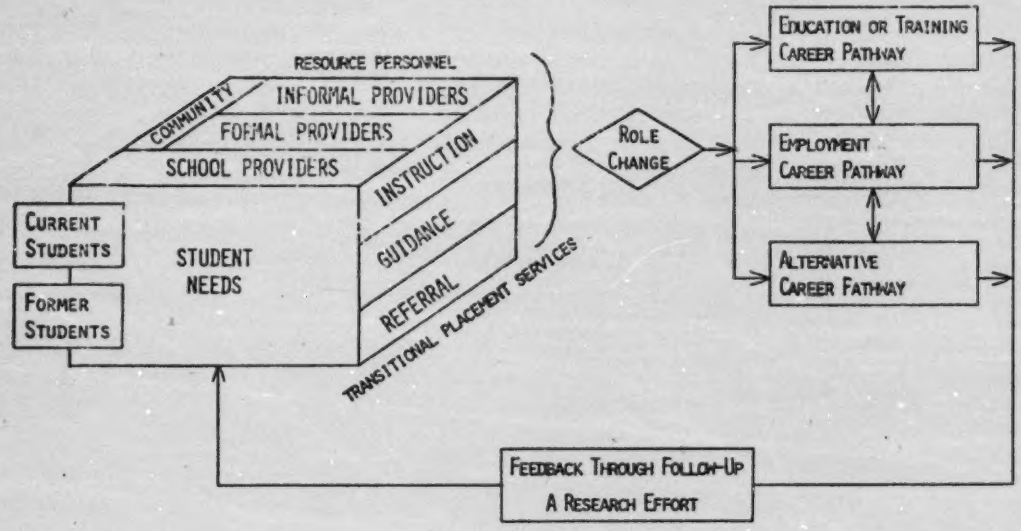


Figure 5

The following needs are essential for future placement program development and delivery:

1. Total school staff involvement
2. Community participation
3. Student participation
4. Instruction in preparatory skills
5. Career appraisal services
6. Informational services
7. Career counseling services
8. Preparation for relocation
9. Training for placement securing and maintaining skills
10. Placement solicitation and development

FOLLOW-THROUGH

In the past, the concept of student follow-through has been more theoretical than practical. The act of knowing if students have obtained educational, job, or special needs placement will not be sufficient in the future. Counselors, in cooperation with parents, employers, and educators at all levels, need to be concerned with the progress and problems students are having in their transition. Counselors need to design both priorities and resources so that they can provide personal (face-to-face, telephone, or mail) communication with exiting students during the first year or two after graduation. It seems reasonable that if we as counselors along with faculty and parents attempt to assist youth in their transitions we should demonstrate our concern by maintaining contact and responding to their concerns and calls for assistance. This means that we will keep in touch with former students and not always wait for major problems to occur.

EVALUATION

The call for comprehensive career guidance program planning will make its evaluation achievable and useful. With new sophistication being applied to guidance program planning, development, and implementation, increased performance can be expected from evaluations. Planning and evaluation must be inseparable and interdependent. Evaluation of guidance, long labeled as the weakest link in the total program, needs new commitment, skillful attention, and engineering.

There are several dimensions of evaluation that need to be embedded in the fiber of all future guidance programs:

1. Guidance leaders must repeat their program's career development needs assessment to identify changes in student career development skills and knowledge resulting from career guidance efforts.

2. Guidance leaders need to examine existing programs of assessment--interest inventories, aptitude measures, and achievement measures--to see if increased career guidance activities have made a difference.

3. Opinion surveys designed for faculty, parents, employers, and students need to be conducted to gain objective indications of program effectiveness.

4. Follow-up surveys need to be conducted annually for present and past graduates to measure program effectiveness and weakness.

5. The total set of program goals and objectives needs to be assessed in relationship to all planned guidance activities. This means that we must evaluate single activities as well as the entire program to draw total program evaluation perspectives.

The major considerations for program evaluation should focus on at least the following:

1. Student achievement of career guidance objectives.
2. Increased use and effectiveness of community resources and involvement.
3. Decreased dropout and school absenteeism.
4. Increased student achievement in the various subject areas.
5. Parents' perception of student progress
6. Parents' perception of guidance performance
7. Increased involvement of teachers in guidance delivery.
8. Increased perceptible student placement adjustment.
9. Cost effectiveness.
10. Increase in work-related experiences
11. Extent to which students, parents request counseling.
12. Extent to which student data are used by parents, students, and faculty in life-role planning and decision making.

COMMUNITY RELATIONS AND INVOLVEMENT

Successful, comprehensive, practical, and timely career guidance for our youth and adults depends largely on the amalgamation of the school resources with the community. In earlier times, the school and its personnel were interwoven into the fabric of the community, but this is no longer true in our large cities. Because many counselors are virtually unknown to most community members, including parents, much of the future of guidance programs will depend on the creation of new communication techniques and educator-parent-employer partnerships. As current guidance-related community relations programs are examined, the following issues appear to be the most pressing (Stein, 1976):

1. Upgrading the image of a school's career guidance program in the community.

2. Finding means of identification of a pool of expert resource personnel to serve the school and the career guidance program, as needed, in a variety of planning, deciding, development, delivery, and evaluation functions.

3. Developing an ongoing system of promoting good community relationships.

4. Obtaining advice on curriculum and program changes.

5. Promoting expert assistance in the placement function of the career guidance program.

6. Developing a viable system of advisory councils which will function in a positive and ongoing manner.

7. Training of school personnel in the use of a variety of community relation techniques.

8. Prioritizing the use of successful community relations techniques to assure optimum effectiveness.

9. Cataloging and disseminating information to staff regarding resources in the community through which students may gain experiences related to career information, exploration, and placement.

The community as a whole seems willing to take increased roles and responsibilities for assisting students in their career development. The Center for Vocational Education in a study of factors impinging on school/community relationships (1973) found that employers and citizens

1. Are positive about spending time in the community.
2. Favor the school's use of on-the-job training experiences.
3. Would, through civic and professional organizations, devote time and effort to the school.

The evidence indicates the richness and eagerness of human resources in the community. Counselors need to cultivate stronger worker relationships with community members and groups. This expansion of the community resource is both realistic and timely.

Why should community members want to initiate or increase their participation in the school's guidance program? The following suggested reasons might serve as a base for everyone in the profession to plan a broader community relations and involvement program for guidance:

1. Involvement helps business and industry to meet their public service responsibilities.

2. Cooperation insures a greater input in the development and revision of curriculum, guidance programs, and educational policies.

3. Participation in career guidance activities provides an opportunity to better understand and evaluate the educational effort in terms of local community needs.

4. Participation by workers result in considerable personal satisfaction from helping students develop their interests, abilities, and attitudes.

5. Participation in cooperative educational programs result in an improved public image of the organizations involved.

6. Students will leave school with better preparation and more realistic perceptions of the world of work and its demands.

7. Most members of the community have a genuine concern for youth and want to do whatever they can to help each student realize his or her fullest potential.

Last, the types of community assistance ideas are limitless, constrained only by the imagination of the counselors, their knowledge of the community as a resource, and their willingness to provide flexible leadership and initiative. Burt (1971) provides a few ideas for all of us to consider as we think of ways the community can participate in our career guidance program efforts.

1. Assisting in the development of school guidance policies, guidance program objectives, and specific programs of guidance.

2. Providing opportunities for field trips to various businesses and industries and community leisure locations.

3. Assisting students obtaining on-the-job training through cooperative and other educational work-related programs.

4. Helping in the development of guidance curricula relevant to the world of work, leisure, education, and community participation.

5. Providing industrial equipment and machines to schools for instruction.

6. Providing raw materials to schools for instructional programs.

7. Furnishing books, pamphlets, and other printed materials for guidance and instruction.

8. Furnishing school teachers and counselors with information on educational requirements for various jobs.

9. Providing the schools with information on staffing needs.

10. Assisting the schools in the development and use of aptitude and achievement tests.

11. Evaluating layout and use of the physical plants as well as guidance facilities at schools.

12. Providing exploratory and "hands-on" training opportunities to students.

13. Furnishing other instructional aids (sample kits of raw materials, finished products, exhibits, training aids) for use in classroom, guidance, and shop instruction.

14. Furnishing schools with directories of business and industry resource persons.

15. Providing opportunities for teachers, counselors, and support personnel to obtain work experience in businesses and industries.

16. Arranging for visits to business offices and industrial plants by teachers and counselors.

17. Conducting seminars on various topics for teachers and counselors.

18. Assisting in the management of schools guidance programs in various ways (budget preparation, financial planning, staff utilization, procurement advice).

19. Providing financial support for student recognition programs (scholarships, camperships, and other awards).

20. Providing public relations support for the school's career guidance programs.

21. Providing one-to-one tutorial assistance.

22. Providing interviewing, testing, and placement assistance.

23. Providing feedback on performance of graduates and information on continuing education needs.

What is needed for 1984 is the identification and amalgamation for use of all the rich resources that service our schools. With the strengths of the community utilized, the future for guidance delivery is exciting.

STAFF DEVELOPMENT

Earlier, references from the proposed educational amendments were cited. If future funding has any influence on guidance priorities for the future, we will see intensive preservice and inservice activities at all levels of education and within community agencies during the next five years.

Also, because of inadequacies in educational or training programs, obsolescence of skills as a result of innovations in the profession, or the introduction of new programs or techniques, a need may arise to upgrade or enhance guidance personnel's skills and knowledges. Some inservice programs may involve attempts at large scale retraining of certain individuals.

If our contemporary educational system is to be restructured around the real life developmental needs of students as required for the implementation of career guidance, it will have to undergo major change. While inservice education is not and should not be considered a panacea for all weaknesses, it is one of the most important avenues for change available to educators, one that recognizes that the foundation of improved instruction is the human element. Staff members (teachers, administrators, and guidance specialists) will need competencies in the area of career guidance (Norton, 1975).

Inservice education can also raise the consciousness levels of individuals and groups potentially involved in program implementation. Staff development can be used to rally the support of parents, business and industry, community leaders, and educational staff for the implementation of new programs. Helping each concerned person develop the appropriate knowledge, commitment, and skills necessary for involvement in guidance must be the goal of staff development.

Effective inservice education, regardless of content focus, is comprised of a variety of principles, elements, characteristics, and activities that, when blended together, yield a structured program to: (1) enhance positive instructional change and program improvement, (2) remove or reduce personal/professional deficiencies, and (3) discuss and resolve issues believed important to the professional staff.

How should we structure future staff development efforts? An organizational framework to help plan for change needs to be based on the following rationale: Changes in people are more likely to occur when the people involved feel the need for change. Also, they need to know that they can participate in determining the processes initiated for them to effect the change. This approach implies the necessity for collaboration and democratic leadership.

An inservice training program based on the preceding plan needs the following:

1. Programs based on the identified needs and interests of staff.
2. Participants involved in goals and objectives setting.
3. Staff inputs sought and utilized in program design, development, and implementation.
4. Planned activities that include active staff participation and provide opportunities for practice and application.
5. Programs that start where previous experiences ended.
6. Needs, resource, and methods assessments that are both periodic and continuous.
7. All activities evaluated for the purpose of improvement.

Staff development planning for guidance is based on comprehensive assessment and viewed as a multi-dimensional process. It needs to be examined so that new knowledge values, attitudes, resources, methods, and skills needed for a reordering of past activities and priorities become well defined and actions can be taken for renewal.

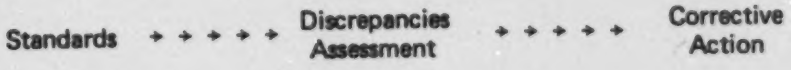
The following planning steps for staff development give a brief pictorial overview of what could be an extremely complex process.

Step 1. Organize for Planning and Delivery

One of the first critical steps in preparing to bring about a change is to select, organize, and prepare those personnel who will bear major responsibility locally for the career guidance staff development program. Time taken early to organize and prepare such an advisory group will do much to establish and enhance a sound and acceptable base for the staff development program.

Step 2. Specify Desired Staff Guidance Process, Competencies, Values, and Attitudes

A strategy for this effort could be based on a discrepancy assessment type model. This model could simply contrast an ideal or set of standards with observations of actual practices as seen below:



Step 3. Assess Present Competencies

While competencies can be listed in a variety of ways, the following set of career guidance competencies should be priority for future staff development efforts.

- Understand career guidance (theory and practice).
- Knowledge about the work society.
- Have interpersonal and group process skills.
- Have needs and resource identification and assessment skills.
- Know career guidance methods.
- Know placement roles, functions, and responsibilities.
- Know public relations and community involvement strategies.
- Know implementation strategies.
- Have program management skills.

Step 4. Resources and Methods for Staff Development

The task of identifying potential career guidance staff development program resources is a basic task that all planners must consider. By identifying available resources, a school can understand what programs, materials, space, equipment, people, and funds it has to work with and how to go about using them. The resource data initially collected could be used periodically in the process of creating and implementing a career guidance program and staff development program.

As we practice our profession, we may realize that our school's methods and skills are rusty and limited regarding staff development. Further frustration occurs when we review the literature of attend conventions and find that inventive persons throughout the country are doing new and exciting things. To make career guidance staff development exciting and effective, a school should carefully search out the most appropriate methods to use in its staff training attempts.

Step 5. Develop and Prioritize Goals and Objectives for Staff Development Programs

Decisions with regard to career guidance inservice priorities have to be made at two levels--the program level and the objective level. Needs assessment data collected earlier should be used by the inservice leader and the advisory committee in making these priority decisions.

At the program level, decisions must be made as to whether an inservice program is needed most for administrators, counselors, teachers or some other groups of support personnel. All groups may need the program but financial, time, and/or other limitations and restrictions may dictate that only certain groups be served or that certain groups be served first. Another program level decision concerns whether teachers or some other group should be given preparation in the area of attitude change, teacher awareness, community resources utilization or some other area. Another decision may involve deciding whether a simple or extensive general orientation to the career guidance program is needed, whether the self-instructional approach, or large group approach should be used.

Step 6. Staff Development Planning

The challenge of inservice education is to set realistic objectives that can be achieved in relatively short periods of time. Too often, program objectives imply a need to achieve a much higher level of proficiency than is possible. The participants may find such objectives confusing and lose interest. It is far better to concentrate on a few carefully selected objectives that can be attained than to attempt to cover the total spectrum and frustrate everyone involved. Learning is more likely to take place when ideas have had an opportunity to be nurtured, related to past experiences, and reinforced through a variety of ways.

The inservice leader will need to know if any time constraints--one day, one week, three weeks--have to be observed. The objectives must clearly indicate expected outcomes and proficiency levels that are realistic in terms of the available time. Ideally, the inservice leader would first determine the program objectives and then establish the time frame needed to achieve the desired outcomes. Quite likely, the time frame will have to be shorter than necessary to cover all desirable objectives. Often, the inservice leader will need to scale down the proficiency levels and/or restate the objectives. It may even mean forgoing some of the objectives until a later time, or it may mean providing alternative methods and procedures for achieving them, such as individualized instruction or voluntary small group meetings following the organized inservice program.

Step 7. Evaluate Staff Development Programs

In every district, thousands of dollars are spent annually on staff development programs. Often too little is known regarding the effects the programs had on the participants. This often happens as a result of not clearly identifying the needs, goals, and objectives which are to give staff development direction and meaning.

The future of guidance demands that new skills, attitudes, and knowledge be acquired by large numbers of guidance support personnel as well as the school faculty. The following are a few reasons why we all must pay close attention to evaluating the critical area of staff training:

1. Unless inservice program efforts related to the career guidance program implementation and professional growth are assessed, there is no basis for determining whether these goals and objectives are being achieved.

2. An effective inservice leader needs feedback and assessment data on which to base program decisions and activities.

3. By specifying the career guidance program goals and objectives on which evaluation of inservice efforts are to be based, all concerned will know what is to be done and how it is to be accomplished.

4. Systematic evaluation of program activities and processes provides a measure of their effectiveness and efficiency as well as insights for the improvement of future career guidance inservice programs.

5. The need for accountability is a final but important reason for formally evaluating the staff development program.

A well planned and conducted evaluation of the inservice program will provide factual evidence as to whether important career guidance program goals are being achieved and to what degree.

Program cost is of critical importance. Because we will never have sufficient funds to meet our desires, we should find new ways of utilizing what we have. Incentives such as stipends for after work or released time might be appropriate. If not, the following might provide some possibilities for your district:

1. Have a community group support the program in part, for example, Chamber of Commerce, Lions, Jaycees, industry, business.
2. State or federal support (EPDA funds).
3. College, university credit.
4. Use of district inservice credit.
5. Use of existing district budget for inservice through reprioritizing district needs.
6. Using existing district inservice set-a-side days.
7. Paid self-study.
8. Paid summer and vacation work.
9. Inservice training performance countacts.

ATTITUDES TOWARDS GUIDANCE

As we look to the future, the last concern that needs priority attention by guidance specialists is fostering increased positive attitudes of students, faculty, administration, parents, community leaders, and taxpayers toward guidance programs and their potential value.

As we begin to involve faculty/staff and community in the development, testing, and implementation of a career guidance program, a number of problems that could inhibit its success might emerge. One of these problems concerns the variation among the various populations in terms of their affective acceptance and commitment to career guidance and thereby limits the students' readiness for involvement in economic and social roles of their choice.

If a district's concern is to foster more positive attitudes toward career guidance, it is advisable to first determine which persons already have high positive attitudes and which do not. Much time and money could be otherwise wasted by trying to convince persons who are already convinced or by taking other persons for granted who might try to disrupt progress because of a believed justifiable reason.

The next question to raise at an operational level, is how might variations among people in terms of their affective acceptance and commitment to career guidance be handled when initiating a staff development program? More specifically, since in all probability there will be differences among district staff members in terms of acceptance of and commitment to the philosophical and operational tenets underlying career guidance, how can staff development goals and objectives in a particular school district cope with this issue?

There are many problems involved in designing staff development activities for nonaccepting people. Incentive, inducement, coercion, and authoritative techniques may not be used as manipulating strategies since they are likely to reduce the likelihood of an attitude change. Choice is an essential condition that includes the complete autonomy of the subject to decide whether to participate and remain in the program.

Jacobsen (1975) suggests that the low-change-oriented staff members should be asked to participated in a specific instructional program before they become involved in future training programs or in their

career guidance role assignments. This program should include at least the following goals:

1. To involve participants in learning activities that will increase their likelihood of continued participation in the district's inservice planning, development, or implementation.

2. To induce participants to critically assess a prearranged set of career guidance materials or techniques to integrate this information with their areas of expertise.

3. To engage participants in discrepant behavior inconsistent with their feelings to optimize an attitude change favoring a comprehensive curriculum-based career guidance program.

Although the concepts of career guidance are rooted deeply in society--historically, sociologically, philosophically, and legislatively--the fact remains that we still need a viable, structured systematic approach to influencing, liberalizing, and upgrading the career guidance program values and attitudes of adults in all areas of the community.

SUMMARY OF RECOMMENDATIONS FOR CAREER GUIDANCE PROGRAM FUTURE CHANGE

Bowlsbey (1975) provides a most comprehensive synthesis concerning the career development needs of our nation's youth and adults. The overall and pervasive finding of her study was to reinforce the point that there is still a critical need for the improvement of career guidance at all levels of education. She supports this need with amazingly similar data from (1) the 1975 American College Testing Program Assessment, (2) the Purdue Opinion Poll of 1972, and (3) her personal 1975 study of numerous professionals polled on the issue of guidance needs.

The question for us all is, deciding how to spend our limited time and resources in ways which will have the greatest amount of impact in the crisis situation. The following recommendations for change and priority reflect the thoughts presented in this paper.

1. Improve the numbers, availability, and quality of
   a. Counselor preparation programs.
   b. Counselor skill renewal programs.
   c. Guidance support personnel preservice and inservice opportunities.

d. Guidance training for teachers and administrators.

2. Carefully analyze current methods and develop new ones for providing information to students, parents, community members, and guidance staff.

3. Conduct guidance program planning, development, implementation, and evaluation techniques in terms of cost and achievement effectiveness.

4. Develop specific career guidance materials for special groups such as women, midlife career person, minorities, handicapped, and disadvantaged, in the rural, inner city, and suburban settings.

5. Develop expanded techniques and resources for increased participation of parents in their child's career development.

6. Develop and implement exemplary techniques for increased community-school cooperation.

7. Continue increased research activities for early childhood and adult career development and decision making. Districts and states need to look at the problems on a longitudinal basis.

8. Develop new ways of increasing participation of consumers in planning, development, delivery, and evaluation of their guidance program.

9. Study various vocational exploratory techniques and provide increased exploratory opportunities.

10. Study effective curriculum-guidance infusion techniques and increase subject-matter-based guidance.

11. Examine the validity of instruments currently used in our schools.

12. Study ways of identifying and modifying attitudes of educators and community members toward career guidance.

13. Study the effects of stereotypic attitudes of staff on students.

14. Implement increased job, education, and special needs-based placement activities.

15. Attempt to more fully utilize current technology--television, computer, videotape, films, and so forth.

16. Develop more effective ways of developing and operating career resource centers.

17. Develop more life-role-centered guidance and instructional materials for all age levels.

18. Give closer attention to competency-based career guidance at all levels.

19. Examine new ways in which guidance staff can be developed concerning time and location.

20. Study new roles and functions of counselors, teachers, and other significant adults.

While this list of recommendations could pave the way for a promising future for the guidance profession, there are numerous others that could bring the fantasies of persons like me closer to reality.

FANTASY TO REALITY

•Counselors will have sufficient support staff to handle those remaining administrative tasks that normally deplete counseling hours.

•Counselors will have available communitywide career resource and counseling services planned and staffed by employers, state and federal agencies, and local educational staff.

•Counselors will have available, in each state, professional renewal centers where they can obtain individually tailored short and long term inservice experiences.

•Counselors will have available through area cooperatives new technology--for example, educational television, computers, television-phone--to facilitate locally better quality surveying, assessment, data exchange with parents and students, information dissemination, planning, and cost effective analysis.

•Counselors will have training and involvement in curriculum committees for annual curriculum renewal based on changing student needs and conditions.

•Counselors in sufficient numbers will be available to enable intensive guidance and counseling and assistance in the classrooms, learning laboratories, work experience, job sites, and the home.

- Counselors will provide follow-up and follow-through counseling services to youth and adults in transition to work, education, military, unemployment, marriage, and so forth. The focus will be to provide coping and adjustment assistance to former students until successful transitions have been made.

- Counselors will provide, in cooperation with teachers, employers, placement agencies, and parents, sufficient employability and employment skills and attitudes for successful self-attained placement.

- Counselors will serve in an advisory capacity to employers, community agencies, school board, and parent groups to allow broad communitywide planning and delivery of education for employment, leisure preparation, and other life-role transitions.

- Counselors will serve in a staff inservice leadership position to build competence on the part of faculty, staff, paraprofessionals, and other community and family members for their future roles as guidance functionaries.

- Counselors will implement intensive efforts to allow a larger number of students in peer counseling, guidance planning, guidance strategy and material development, and the delivery of guidance activities in the classroom, guidance office and community.

- Counselors will have in operation a broad-based guidance community relations program resulting in greater community support for expanding counselor staff and activities.

- Counselors will have available achievement, interest, career development, placement, and follow-up data on an annual basis to proactively lay the guidance program accountability base needed on student progress.

- Counselors increasingly will have broad-based contracts and flexible work schedules to allow for maximum guidance program use during evenings, weekends, vacations, early mornings, summers, and so forth.

- Counselors will have increased time to provide the intensive developmental counseling with individuals at all levels of education.

- Counselors will take more aggressive stances toward legislative input and development and the development of commercial and state level guidance-related materials.

- Counselors will in greater numbers actively participate in the many guidance-related national and state professional associations such as those focusing on the guidance needs of vocational students, employment, special education, special needs, and so forth.

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